**Collated ideas for teaching Extension Languages Courses**

**Teaching strategies**

1. Brainstorming vocab for issues – Mind-Map Good points 🡨🡪 Bad points
2. Scaffolding writing sequencing.

* Building up sentences
* Find another way of saying same idea

1. Related articles 🡪 to build confidence
2. Check the background of the movie (Is there a novel? Etc)
3. Read the novel (if there is one); provides greater insights
4. Have students watch other related movies if they exist (if from a series)
5. Feedback directly relates to HSC marking guidelines
6. Give students a lot of sample HSC questions
7. Have students write from each character perspective on the relevant issues
8. Don’t assume all students know their text types well
9. Film – watch DVD during holidays before term 4
10. Class debate in Language
11. Encourage student to discuss the issues at home with parents
12. Concept, make sure that it is understood/explored in English first
13. Connect examples to demonstrate issues eg. Articles (scrapbook), then explain in Japanese.
14. Write “issue” related essays in English first then Japanese
15. “Issues mind map” – develop it as students’ progress through the course
16. Check background
17. Discuss in English or Language
18. Focus on the exam
19. Listen to own monologue and self-mark/correct/reflect
20. Set the background
21. Place the film in context (Due to the difficulties of the dialect used and historical background)
22. Teach extract by extract. Look at and analyse plot, issues and film techniques and related texts presented in each extract
23. Spend some time using general material on approach to film and issue analysis
24. Show extract 🡪 general discussion 🡪 students do study 🡪 Guide questions for homework 🡪 Show extract 🡪 Discuss answers from homework task.
25. We do extract first then move on to issues, while doing extract we can relate to issues anyway.
26. How do you teach the suitable vocab? Script with issues, grammar booklet
27. Causative – Vocab item (not in syllabus)
28. Teaching passive both in English and Japanese
29. Discussion on the issues
30. Unpacking the issues in prescribed text in detail
31. Film techniques
32. Teach text first 🡪 Cover extracts then move to issues
33. Teach as two separate strands running parallel to each other
34. Students each prepare 1 extract and present
35. Students find resources
36. Periodical – current social issues
37. Only ever 7mins prep for speaking
38. Current articles (stimulus) could be in English, response in French “mixed task”.
39. Flip classroom – not enough time?
40. Holiday work – compile their individually prepared questions Part A
41. Speaking skills

* Debate – prepare opposing viewpoints

1. Issues prepare/ research 5-6 points for subheadings on a topic FACTS 🡪 France, World, Australia
2. Identify sub-political social texts in extracts
3. Argument ie: Goldfish –

* for - students 22
* against – students
* middle – students \

1. Mind-maps
2. Brainstorming
3. To teach opinions

* Using a current topical news item that they choose and are interested in; to express an opinion
* Using seemingly frivolous ideas: Vegemite etc to teach having and explaining opinions, starting in earlier years (10 – 11)
* Using a debate style set up
* “Would you rather game” eg “Would you rather be able to fly or be invisible?\

1. Debate
2. Soap box
3. Role play 🡪 Empathy
4. Peer feedback decrease
5. Class discussions; opinion sharing on articles, pictures, comics, video clips, other films, songs etc
6. Booklets for students containing related texts – booklets can be electronical
7. Online material as extra reading. Provide hard copy of material for class to use – students need to read prior to lesson
8. Start each lesson with a monologue task and use marking criteria for feedback
9. Use different topics for essay and monologue therefore covering more ground
10. Brainstorming alternatives for key words to avoid repetition
11. Techniques used in debating are useful for extension
12. Articles in English (ideas/opinions)
13. Q/A Programs
14. Read online 🡪 articles eg. Le Petit journal (paraphrase)
15. Booklets of articles
16. Who, Why, Where, How, What When
17. Peer feedback
18. Impromptu
19. Monologue. Prepared monologue
20. Ext types? YouTube/Magazines, TV News, Songs/Poems/ Films
21. Remember that with film we have to discuss technique while viewing
22. Use school intranet to post results of in – class brainstorming – use this as basis for regular speaking practice
23. Never allow more than 7minutes prep. For oral tasks/practice but don’t insist on time of speaking
24. Students “own” an extract
25. Envisage concentric
26. Articles in English
27. Split lessons – students have to find stimulus materials, can be in English at first
28. Overview
29. Students buy film (booklist). Available from Le Forum (WA)
30. Put film on CLICKVIEW or watch on YouTube
31. Prescriptions and issues on wall
32. Cultural background lesson to start

* Short videos, close exercises, all by theme ($300 approx)
* Continuers and Extension

**Assessment ideas**

1. Number hard to stick to 2-3
2. Combine a number of tasks into time period
3. 2 – 3 tasks or less discuss it, give a good overview of student and skills
4. Prepare monologues
5. HSC style questions are essential.
6. Exam style assessment due to time limitations and to give them practice at completing those types of tasks. Some feel that deviation practice at completing those types of tasks. Some feel that deviation isn’t really “fair” on the students who want this practice.
7. Using the assessment criteria of something other than the monologue to critically evaluate what extensive, sound, comprehensive mean and where their piece of work would fit in
8. Formal / Informal class assess.
9. Reflect HSC exam for lack of time
10. Ideally start assessing in Term 2
11. Stick closely to BOS guidelines
12. 3 Assessments (including trial)
13. Starter pack of ass.
14. Transparent with students
15. Breakdown what marking criteria mean/look like the students
16. Focus a lot on text type – be creative and left field
17. Self-generated assessment style tasks
18. 2 tasks/assessment

**Feedback**

1. Everyone gets a corrected copy of each-others work
2. Write monologue correct, now write as format of article.
3. Give students marking guidelines
4. Peer feedback for monologue
5. Giving numbers on feedback 🡪 wait
6. After each extract
7. Peer assessment
8. SIS – use box /then write up essay, then give the marking guidelines, mark yourself then record
9. Or then write\ article/essay
10. Pair-work feedback
11. Using a code when marking work – students to re-write
12. Giving synonyms, other ways to say things using subjective etc
13. Showing each other their work and study the “exemplar” of that round of work in the class – match to marking guidelines
14. Each student gets a corrected copy of everyone’s work
15. Peer feedback
16. Teacher feedback
17. Recording for self-evaluation
18. Personal student feedback sheets
19. Editing work
20. Circle error for student to research
21. How does the student relate to these issues (gap)
22. Verbal/Written
23. Peer Feedback (if exists)
24. Invite a native speaker to give a different opinion 🡪 feedback
25. Use peers as audience early on for formative feedback on oral
26. Don’t use “marks” till about ¾ way through course
27. Always give developmental feedback
28. If a perfect response, say and identify why.
29. Constant one to one feedback
30. Focus on 3 important aspects at one time.

**Tips**

1. Keep up to date with current affairs
2. Encourage students to talk with others/family members at dinner about current affairs
3. Keep a scrapbook of newspaper articles
4. Start process in English
5. Expressing opinion in English
6. Search/develop vocab bank in Japanese
7. Encourage students to record their monology and listen to their whilst looking at marking guidelines before returning teacher feedback.
8. Get students to mark their monologue prior to teacher’s feedback
9. For finding resources:

* News in slow French
* Le Petit Journal – good resource
* “Current Social Issues” (English)
* Momes.net – good for debating forums
* New York Times
* Courriel National
* Phosphore
* Q & A
* Foreign Correspondence

1. HSIE – current, social issues, ask library, all themes, articles in English
2. 7mins only prep
3. Concentric circle prep
4. 7min prep in pairs then feedback to teacher.
5. Keep all resources collated/organised
6. Issues first 🡪 text
7. Start with easiest issue – (relationships, students world)
8. Extract own viewpoints and be objective
9. No stills in exam so detailed notes on technique required – annotate script electronically (smart-board)
10. Be aware of the examiners are “upping the ante” in terms of making the Part B question not able to be prepared in advance.
11. Turn the speaking box on its side!
12. Choose random topics: Vegemite, goldfish etc as stimulus early on for constructing monologues
13. Lots of training

* Debate
* Hold an argument

1. Look for related texts in (Tout Droit)

* Phosphore
* Okapi
* Presse.Papier
* Liberation
* Life Matters
* Insight
* Four Corners
* Q & A